DOCUMENT RESUME

ED 327 088 HE 024 104

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TITLE Oral Communication Across the Curriculum: Designing, Implementing and Assessing a University-Wide Program. SCA Short Course #1. Final Project Report.
PUB DATE 1 Nov 90
NOTE 41p.; For a related document, see HE 024 112.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Activities; *Communication Skills; Curriculum Development; Educational Improvement; Higher Education; Instructional Materials; *Program Budgeting; Program Descriptions; Program Design; Program Implementation; *Skill Development; Undergraduate Study; Verbal Communication
IDENTIFIERS *Oral Communication across the Curriculum; *Radford University VA

ABSTRACT

This report assesses the design, development, and implementation of an oral communication program at Radford University in Virginia created to improve the communication skills of faculty, staff, and students while simultaneously incorporating the program in the undergraduate curriculum throughout the university. The report contains information about program activities for 1989-1990. It is divided into five sections on the following topics: (1) service to students, faculty, and staff; (2) development of instructional materials, equipment, and facilities; (3) budget and expenditures; (4) dissemination activities; (5) and plans for the future. Also included in the report are discussions about the various programs and courses, newsletter development, individual faculty and staff assistance, and individual assistance to students. In addition, the report lists the equipment, programs, and personnel that made it possible for additional services to be developed during 1989-90; and a list of the papers that were presented, or accepted for presentation, at professional conventions. Various program materials such as handout literature, a sponsorship form, and individual program fact sheets are included. Twenty-two references are included. (GLR)

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SCA SHORT COURSE #1

NOVEMBER 1, 1990

ORAL COMMUNICATION ACROSS THE CURRICULUM: DESIGNING, IMPLEMENTING AND ASSESSING A UNIVERSITY-WIDE PROGRAM

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THE ORAL COMMUNICATION PROGRAM
Final Project Report
Funds for Excellence
August, 1990

Introduction

The State Council for Higher Education in Virginia (SCHEV) awarded Radford University a Funds for Excellence Grant of $172,048 for 1988-1990 to develop an Oral Communication Program. Radford University provided an additional $240,355 in support of this project. The primary mission of the Oral Communication Program is twofold:

1. Provide programming, facilities and professional expertise to help faculty, staff and students improve oral communication skills.
2. Support and facilitate the incorporation of oral communication into the undergraduate curriculum throughout Radford University, using the Writing Across the Curriculum program as a model.

To accomplish these objectives we established a center for assistance, developed instructional materials and provided expert assistance for faculty, students and staff.

The first six months, July 1 through December 31, 1988, were primarily devoted to planning and creating activities. Regular, ongoing service to the university community began in January, 1989.

Every major activity to implement program objectives took place either as planned or ahead of schedule. Oral Communication Program outreach services proved highly successful and have given us an excellent base, making the second year's efforts even more effective.

This report includes information about Oral Communication Program activities for 1989-1990. It is divided into five sections: service to students, faculty, and staff; development of instructional materials, equipment, and facilities; budget and expenditures; dissemination activities; and plans for the future. It follows the format of our first year report in order to facilitate yearly comparisons.

1. Service to students, faculty and staff

Promotion of faculty participation in oral communication across the curriculum.

Major announcements appeared in on-campus publications in summer and early fall, 1989 and January, 1990. In August, 1989 and January, 1990 a letter was sent to all faculty describing the program, inviting them to participate in communication-intensive courses, and inviting them to attend either of two informational meetings held each semester (see Appendix).

From the President down, university administrators expressed support for and encouraged faculty participation for the OCP. In his remarks to the faculty in August, 1989, President Donald Dedmon emphasized that with the Oral Communication Program and

the already successful Writing Across the Curriculum Program, Radford becomes one of the first universities in the country to offer all of our students unusual, non-traditional opportunities to develop their communication skills in writing and speaking.

University-wide meetings.

Approximately 30 faculty members attended the informational meetings held in 1989-1990. This represents about 7% of the total Radford University faculty. At these meetings the OCP director and other participating faculty members explained the program and outlined the range of ways to participate.

On October 25, 1989, 15 people attended a seminar on uses of debate as a teaching/learning tool in the classroom (see announcement flyers in Appendix). Drs. Bill Kennan and Dave Dobkins presented a faculty workshop on April 18, 1990 on "A Team Learning Approach to Oral Communication Across the Curriculum." Seventeen students and faculty attended.

Four communication-intensive course instructors (Drs. Birecree, Spencer, Tang and Turnauer) presented a faculty workshop on "Oral Communication Across the Curriculum: Activities That Work in the Classroom" on February 21, 1990. Eight faculty attended.

Weekend retreats.

At a retreat held September 29-October 1, 1989, we provided intensive training for 16 faculty members on the uses of oral presentations as a classroom activity. Feedback from the participants indicates that they found the retreat extremely beneficial.

Sample comments include:

"I am hearing wonderful things about the OCP retreat this past weekend! Congratulations! This is a personal note of thanks to you for your effort, professionalism and dedication. I'm hearing from all corners of the university how fantastic you all were. I am personally and professionally proud. Thank you!" (Dr. Clayland H. Waite, Chairman, Dept. of Communication)

"I enjoyed the short 'structured' presentations. Time went very quickly. There was a great amount of information impacted. The handouts were helpful in going back over what was said, in order to add clarity."

"I enjoyed the experience and learned some new information that will help me in my lectures and in interacting with students."

"Content and organization (vice versa) of the workshop was basic information which has introduced me to the concepts of both oral and written across the curriculum programs. All was worthwhile information. Useful, interesting and helpful information appeared in formal 'classroom' sessions, small groups and individual discussion. Most valuable to me were insights gained

regarding teaching techniques used by colleagues in disciplines other than my own. Learning through speaking has become a much more meaningful consideration and my thoughts have been broadened through this week-end's encounters. I will be exploring better ways of teaching and learning--as a result of my experiences here this week-end."

Newsletter.

The third issue of "SpeakEasy," the newsletter of the Oral Communication Program, came out in December, 1989, and the fourth April, 1990. Each issue features recent and upcoming OCP activities, teaching tips and useful information about oral communication. These are distributed to Radford University faculty and staff (see Appendix).

Individual faculty and staff assistance.

Several faculty and staff members requested OCP assistance with their own oral communication skills. Two faculty sought assistance with preparing and delivering conference papers. A third faculty member came to the OCP for assistance with nervousness in the classroom. The OCP Director helped each of these individuals.

Communication-intensive courses.

Nineteen faculty members from a variety of departments and colleges throughout the university taught "communication-intensive" courses during the fall, 1989 semester. Seventeen faculty taught communication-intensive courses during the spring, 1990 semester. Each communication-intensive course instructor was paired with a volunteer consultant from the Speech faculty who assisted with planning, implementing and evaluating oral communication activities as a part of the course. Although this required substantial time commitment by the faculty involved, it proved extremely successful. The Director of the Oral Communication Program and the Radford University Director of Student Assessment created a survey instrument to gauge student perceptions of the communication-intensive courses. Survey results (attached) indicate that faculty and students perceived the activities as highly successful and important.

Informing students about OCP services and activities.

A story appeared in the Tartan, the student newspaper, about the Oral Communication Program. The OCP was explained in a fall informational meeting attended by all majors in the Department of Communication. Students received information about the program through faculty active in communication-intensive courses, informational meetings and retreats. The OCP Director gave a presentation to recruiters for the Radford University Admissions office to inform them about available services. They will use this information in their contacts with prospective students and high school guidance counselors throughout the state. OCP

information has been included in the Radford University catalog and student handbook. A fact sheet about the Oral Communication Program (see Appendix) has been distributed to students in classes, through the Admissions Office and elsewhere on campus. An article on the OCP appeared in the April 1990 Radford Magazine (see Appendix). This publication is distributed to over 30,000 students, alumni, etc. An article in the April 1990 Honors Program Newsletter praised the OCP for promoting excellence in education at Radford (see Appendix).

Individual assistance to students.

In addition to serving over 1,100 students through communication-intensive courses, we provided individual and small group assistance to students with such concerns as leading an organization and coping with shyness. OCP staff provided "systematic desensitization" of 60 highly communication apprehensive students through regular group therapy meetings at Buchanan House during 1989-90. Therapy groups meet regularly to practice relaxation techniques and reduce fears of public speaking. The OCP Director helped several individual students. A senior in the College of Education and Human Development who was student teaching sought assistance with classroom communication skills. A graduate student in the College of Nursing and Health Services sought assistance with communication apprehension in a variety of contexts. A junior in the College of Arts and Sciences sought help with a presentation she was to make for a student organization.

General education clusters program.

Two OCP coordinators, Dr. Gwen Brown and Dr. Ray Penn, served the past year in the College of Arts and Sciences General Education clusters pilot project. The purpose of this project is to explore ways of integrating General Education course curricula in Speech, Biology, English, Mathematics, and Sociology. Faculty have worked together with 75 students enrolled in selected classes in these areas. The classes are interdisciplinary in nature. For example, Speech classes may include speaking assignments on topics in Biology, while students in Biology emphasize oral presentations and the like. This project furthers the OCP's mission to emphasize oral communication across the curriculum so that students have multiple opportunities to practice their speaking and listening skills relevant to different content areas. It also furthers the OCP's mission to assist with faculty development in all disciplines so that they can emphasize oral communication skills in their courses.

2. Development of instructional materials.

OCP services require a variety of methods and materials to support our different types of assistance. We have sought ways to give students direct one-on-one or group instruction, to give faculty and staff direct one-on-one instruction, to give faculty consultative assistance, or to give faculty methods and materials

they themselves could use in the classroom. At the same time, we must develop methods of delivering instruction which minimize labor-intensiveness for OCP staff and volunteers, so that we can provide assistance to greater numbers of clients. Thus, considerable time and effort were devoted to developing procedures and acquiring and developing instructional materials appropriate for various OCP client needs. The methods and materials developed are outlined below.

Library.

The OCP library contains books, journal articles, handouts, audio tapes, video tapes and computer software for oral communication skills instruction, public speaking, overcoming speech fright, methods of promoting effective discussion in the classroom, listening assessment and training and effective debating. Anyone working with the OCP may check out these materials; individual students, students in communication-intensive courses, faculty or OCP staff and consultants.

Oral presentation program.

Dr. Gwen Brown, a faculty member on reassigned time, identified an outstanding student from a prior speech course. She worked with that student on an exemplary speech, strengthening its content, organization and delivery. The student speech was videotaped and Dr. Brown is writing an accompanying handbook identifying key elements in the speech. This tape and handbook will help students and faculty see a model speech in its entirety and identify and understand the elements which make it successful.

We have purchased pre-recorded videotapes on different aspects of preparing and delivering an oral presentation. Students or faculty may check out these tapes or view them at the Oral Communication Program center.

Speech fright program.

Dr. David Dobkins and Rebecca Rhea ran "systematic desensitization" labs during 1989-90. Students in the general education Public Speaking course took the Personal Report of Communication Apprehension (PRCA) test. Those testing high on speech fright were invited to participate in evening groups. Sixty students participated in the program, meeting regularly to discuss speech fright and work on relaxation techniques for coping with it.

Dr. Michael Cronin, the OCP Director, worked one-on-one with individual students experiencing acute "communication apprehension" (this broader term encompasses fear of public speaking plus anxiety about other interpersonal or group communication situations). These are described above in the section on "Individual assistance to students."

Faculty members in the Department of Communication, Mike Cronin and Janet Stahl, designed a pilot computer-assisted instruction program using cognitive modification techniques to

help the user understand and cope with speech fright.

We acquired pre-recorded videotapes on speech fright which can be shown to classes or individuals wishing to know more about this topic.

Critical thinking program.

Dr. Michael Cronin prepared an instructional video and extensive handout material on the uses of debating to learn. Ten sections of non-speech courses have utilized these materials. Dr. Cronin presented a convention program on this pedagogy (see dissemination section of this report). Interest is growing across campus in using debating to enhance both learning of course content and critical thinking skills.

Group discussion program.

Dr. William Kennan, a Department of Communication faculty member, researched and wrote a manual plus references for teachers in all disciplines to use in planning and implementing team learning as a classroom activity. The manual will be available for use starting fall, 1990.

Listening program.

In 1989, Dr. Tom Bruneau, a Department of Communication faculty member on reassigned time, began preparing the listening module by acquiring several major reputable listening tests, scoring procedures, and evaluation of their reliability, validity and generalizability. This project also included developing instructional handouts and acquiring written, audio and visual training materials on understanding the nature of listening and improving listening skills. These are now available for individual and group use. Four instructors in other departments requested an OCP consultant to speak to their classes about listening. We anticipate that, as our materials are fully developed and we publicize what we can offer in listening, demand will increase greatly for this area of OCP service.

Production of interactive computer and video materials.

One of the best avenues for delivering manpower-efficient, cost-effective instruction is through the use of interactive computer software, videotapes and combined computer-video programs. Our efforts in this regard involved learning about possible approaches, planning and designing materials. Dr. Phillip Glenn attended the January, 1989 Association for Educational Communications and Technology conference (in conjunction with INFOCOMM exhibition) in Dallas to learn about possible methods of instructional delivery. Dr. Glenn secured consulting services of Omnicom Associates, one of the nation's leading firms in design and production of interactive instructional materials. Omnicom personnel worked with Dr. Glenn and Dr. Richard Worringham (on reassigned time to assist with production of instructional materials) to plan instruction design for individual and group training in oral communication. Omnicom

personnel presented a workshop at Radford University in June, 1989, training twelve faculty members (including all those who will work on designing OCP instructional materials) in uses of interactive media and how to design and create instructional computer materials. To help prepare for production of interactive computer and video-computer materials Dr. Richard Worringham attended the National Educational Computing Conference in Boston, June, 1989 and the Society for Accelerative Learning Technology Conference in Orlando, Fla, February 20-25, 1990. Dr. Worringham and Janet Stahl attended a workshop conducted by Omnicom Associates in Ithaca, New York, April, 1990 to learn more about producing interactive video. A representative from Omnicom visited Radford November 3-5, 1989 to train faculty in developing interactive video.

Four RU faculty have been assigned RAT for fall, 1990 to assist in the production of interactive video modules. We began production of three interactive video modules in spring, 1990 (overcoming speech fright, effective introductions for a speech, and presenting an argument).

The OCP received a FFE grant of $203,886 for Phase II of the OCP 1990-92 to enable us to expand our production of interactive video instruction in oral communication.

Facilities and equipment.

Along with development of instruction materials, the Oral Communication Program provides a center for campus-wide assistance with communication skills. The university provided most of the space in Buchanan House for the OCP. With Funds for Excellence support, we modified the existing space for our instructional purposes. A seminar room was created to hold meetings and discussions. With permanently-mounted audio and video recording equipment, this room also can serve for taping presentations. Carpeting and air conditioning provide some soundproofing, make the space usable year-round, and add to the professional appearance of the space, making it more effective for simulating corporate and other post-collegiate environments to aid student performance. Other practice rooms in Buchanan House allow for individual and small group rehearsal and taping. Viewing rooms provide space for clients to work with audio and video tapes in instruction or analysis. Computer rooms provide work stations where individuals or small groups may work with interactive instructional software or may use the computers in the preparation of presentation materials, such as outlines and visual aids. The secretary-receptionist office serves as a check-in point for clients and houses the library of instructional materials. Equipment may be used at Buchanan House or checked out. This equipment includes video cameras, audio recorders and players, video players and monitors, laptop and desktop computers, and more.

The following programs, equipment and personnel have enabled us to provide additional services during 1989-90.

. We installed two remote-control cameras in the OCP

classroom to enable taping of student performance.

. Computer equipment (including printers) has been installed in the OCP student lab. Cards have been installed by OmniCom (our consulting firm) to allow interactive programming. BASIC and Word Perfect have been loaded.

. We have significantly expanded video taping of student oral communication activities this semester. Eric Fox (GTF assigned to the OCP), Janet Stahl, Julie Bird, Sandy Gomila and Rana Whited (student tutors), Dr. Turnauer, Dr. Cronin, Dr. Worringham, etc. are making extensive use of both the permanent and portable video taping equipment.

. We have greatly expanded tutoring for students in communication-intensive courses to help them prepare for their oral communication assignments in these courses. Students trained in Communication Skills Tutoring have worked with approximately 100 students outside of class in such preparation. This is proving to be a valuable (and most needed) addition to OCP services and is providing educational benefits to both the tutors and the students they are helping.

. Eric Fox, one of our top undergraduates (R.U. December, 1989) has been admitted into our graduate program and has received a GTF appointment to the OCP. He took Comm. 400 (Comm. Skills Tutoring), tutored students in SP (114) Public Speaking and in a communication-intensive course in Design, has a strong academic background in both radio-TV and speech communication. He worked with Dr. Worringham and Janet Stahl in providing video and interactive programming services in the spring, 1990 semester.

. Dr. Owens approved funding a student position to be assigned to the OCP for spring, 1990 (12 hours per week) to assist Mary Daugherty with the rapidly increasing workload. We have selected an outstanding undergraduate student, Sandy Comila for the student position. She has outstanding typing and computer skills, in now taking Comm. 400, has served as a student OCP tutor to students in both a clusters 114 course and a communication-intensive course.

3. Budget and Expenditures.

The Oral Communication Program's budget for 1989-1990 included $70,502 from Funds for Excellence and $117,463 from Radford University. Actual expenditures of the Funds for Excellence grant money ended the fiscal year within $107 of budgeted totals, representing a deviation of .001 percent. Actual expenditures of Radford University funds for the project exceeded budgeted amounts. The salary for Director of the Oral Communication Program (paid by Radford University) was over $6,000 more than the budgeted amount. This additional

contribution by Radford was necessitated due to the resignation of Dr. Glenn and the subsequent appointment of Dr. Cronin as OCP Director. Radford University funded a student worker assigned to the OCP during spring, 1990. This represents an additional $550 beyond the institutional commitment for 1989-90. Radford University's contribution to computer hardware purchases was approximately $800 less than the budgeted amount in the first year of the project. However, this $800 was spent during 1990; thus, it represents no reduction in the university's commitment to the program. The Funds for Excellence budget summary is attached in the Appendix.

During the past year we began searching for additional funding to support further development of Oral Communication Program activities. A preliminary proposal to FIPSE (Funds for the Improvement of Post-Secondary Education) was not accepted but is undergoing revision. Dr. Carole Spencer secured a grant to expand services provided in her spring, 1989 communication-intensive course in education. This project involves communication skills in parent-teacher conferences and other challenging situations. The project, which will serve hundreds of student teachers, has recently been funded by a grant for $3,000 from the Commonwealth Center for the Education of Teachers. Dr. Cronin received a SCHEV dissemination grant of $2,000 to conduct a workshop on developing an OCP. This workshop was conducted May 18-20, 1990. Twenty three faculty and administrators from 18 post-secondary institutions attended. Dr. Cronin received a $4,000 grant from the Radford University Foundation to finance an additional faculty retreat on using oral communication techniques in non-speech classes throughout this university.

Radford University submitted a budget initiative for $86,900 and one faculty position for the OCP. SCHEV assigned it a priority two recommendation but the legislature was unable to fund this initiative (see Appendix).

Radford University was awarded a FFE grant of $203,886 for 1990-1992 for phase II of the OCP. This grant will enable the production of 10 interactive video training modules in various oral communication areas.

4. Dissemination of results.

After only three semesters of actual service activities, we already have begun active dissemination of project results. We distributed information and described the Radford University Oral Communication Program at these professional conferences:

Western Speech Communication Association Convention, Spokane (February, 1989)
Mid-American Conference on College Teaching and Classroom Research, Salisbury, MD (March, 1989)
Southern Speech Communication Association Convention, Lexington, KY (April, 1989)
International Communication Association Convention, San Francisco (May, 1989)

Broadcast Education Association Convention (in conjunction with National Association of Broadcasters), Las Vegas (May, 1989)
Speech and Writing Conference, Canadian Speech Communicators Association, Toronto (June, 1989)

At the November, 1988 Speech Communication Association Convention in New Orleans, Dr. Phil Glenn met with directors of other speaking across the curriculum programs to discuss the OCP and seek their input. Dr. Glenn has corresponded and spoken with several individuals interested in starting similar programs at other institutions. Dr. Ray Penn met with directors of Speaking Across the Curriculum and the Speech Lab of DePauw University, Indiana, in August, 1988. Drs. Cronin and Grice conducted a dissemination workshop May 18-20, 1990 for representatives from post-secondary institutions around the state. Twenty three faculty and administrators from 18 institutions attended. The workshop received very positive evaluations (see Appendix).

The following papers have been presented (or accepted for presentation) at professional conventions:

Southern States Communication Association Convention, Birmingham, AL (April 8, 1990)

"Debating to Learn Across the Curriculum: Methodology and Assessment," Dr. Michael W. Cronin.
"Oral Communication Guidelines for Language Arts Teachers, K-12," Frank Fuller, Jr., Supervisor of English, Theatre, and Speech, Virginia Department of Education

Rhetoric and Public Address Fall Conference at the Eastern Communication Association Convention, Oswego, NY (Sept. 23, 1989)

"The Oral Communication Program at Radford University", Dr. Gwen Brown

Speech Communication Association National Convention, Chicago, IL (Nov. 1-4, 1990)

"The Student as Communication Tutor: Ethical Dilemmas and Responsibilities," Dr. George L. Grice, Julie W. Bird, John D. Dalton (Radford University)
"A Review of Empirical Research on the Instructional and Learning Outcomes of Interactive Video Instruction: Implications for Speech Communication Education," Dr. Cronin.
"The OCP: Program Description and Model Proposal for a Communication Across the Curriculum Emphasis," Dr. Cronin with Dr. Phil Glenn, Southern Illinois University, was selected for the top four papers panel in the Senior College and University section.
"Oral Communication Techniques to Enhance Learning of Math and Science in Elementary and Secondary Schools," Dr. Cronin with Dr. Carole Spencer, Professor of Educational Studies, Radford University
"Oral Communication Across the Curriculum: Designing, Implementing and Assessing a University-Wide Program,"

Dr. Michael Cronin, Professor of Speech Communication and Director of the Oral Communication Program at Radford University, and Dr. George Grice, Professor of Speech Communication and Coordinator of the Oral Communication Program. The proposal was the top rated proposal among the 70 proposals submitted to the SCA. International Communication Association Convention, Dublin, Ireland (June 28, 1990).

"Oral Communication Across the Curriculum in Higher Education: Assessment, Recommendations and Implications for the Speech Communication Discipline," Dr. Cronin and Dr. Glenn

Dr. Carole Spencer presented a program on her OCP project "Parent-Teacher Conferences" at a state-wide meeting of educators and state officials in Charlottesville, March 1990. She also coordinated a visit by Dr. Verna Holoman of SCHEV to RU to view these programs in operation (including video taping of student role playing of conferences and critiques of their oral communication activities).

Dr. Richard Worringham attended the Society for Accelerative Learning Technology (SALT) Conference, Feb. 20-25 in Orlando, Florida to learn more about developing interactive video.

We worked with Dr. Elizabeth Deis, Co-Director of the Rhetoric Program at Hampden Sydney, and Dr. Nancy Sandberg, Dean of Instruction, Paul D. Camp C.C., on ways to develop an OCP program. Both report that the faculty and especially the administration are very interested in developing such a program.

Dr. Cronin conducted a training program for Clemson University at Clemson, March 28-29 to help faculty develop an OCP.

Sent a large packet of materials to Dr. Art Young of Clemson University about the OCP. Dr. Young was on campus for a WAC workshop and was most complimentary about the OCP. He is one of the leading authorities in the nation on language across the curriculum and he praised the OCP for national leadership in two key areas:

1) We are the only OCP to provide a communication faculty member to work with the instructor of each comm.-intensive course.

2) We are the only OCP to provide services in a wide variety of oral comm. areas (oral presentations, listening, group communication, debate/critical thinking and speech anxiety.

Rick Olsen conducted a continuing education course "Educationally Speaking: Using Small Groups and Individual Presentations in the Classroom" during the spring, 1990 semester at Virginia Western Community for eighteen participants.

Expansion of activities.

In recognition of the importance and value of this approach to communication training, we have initiated outreach efforts to provide service to teachers in public schools throughout

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Virginia. An OCP project coordinator spent part of his reassigned time (Cronin, 1989) working with the State Department of Education Task Force to promote and facilitate the use of oral communication in the teaching/learning process K-12. The task force is composed of elementary, middle and secondary school teachers, administrators, curriculum specialists, Department of Education specialists and Dr. Cronin (the only college and university member). The task force created a booklet designed as a curriculum guide for Virginia's standards of learning for oral communication K-12. The Oral Communication Program supported Dr. Cronin's time preparing for this project. It supplied the task force books and handouts on oral communication across the curriculum. Most importantly, Dr. Cronin was able to draw on the research, planning, contacts, applications, etc., developed as a result of the OCP program at Radford University.

The task force aimed the curriculum guide at language arts teachers K-12. Frank Fuller and the task force view this as an essential first step in the long-term goal of developing a curriculum guide and promotional materials to implement oral communication to learn across the curriculum. Dr. Cronin and Dr. Grice are continuing to assist Frank Fuller in this project.

Dr. Cronin submitted two grant proposals to enable the OCP to expand services to K-12 educators in Virginia. 1. To Crossroads, the Apple Computer 1989-90 Education Grants Program, for computers and cash to assist in developing interactive instruction in communication to enhance learning of elementary school math and science. Participating schools include Pulaski, Giles, Floyd and Montgomery County elementary schools. 2. To SCHEV for a D. D. Eisenhower Math and Science Education Act grant to support "Oral and Written Communication Techniques to Enhance Learning of Math and Science in Elementary School."

Neither grant was funded. However, they do indicate our efforts in the K-12 area and they will be revised and resubmitted in 1990-91.

The OCP worked with Peter Balsamo, Director of Continuing Education at Radford University, to develop a summer workshop to train K-12 educators in the uses of oral communication to learn. Phi Delta Kappa, an educational society, provided a grant to support the workshop-July 22-27, 1990. The workshop was cancelled due to insufficient enrollment.

In summary, within a short time we have made substantive progress in sharing information about our program with other individuals and institutions and we have begun significant outreach efforts to help provide oral communication skills training to greater numbers of people.

5. Plans for the future.

Radford University is committed to the OCP and has demonstrated this commitment in the following ways:

. Assigned a number 1 priority to the 1990-92 FFE proposal for the Oral Communication Program: Phase II. This proposal was funded for $203,886.

. Proposed a budget initiative to the state legislative which received a number 2 priority rating from SCHEV but was not funded by the state legislature.
. Has provided support for: a 3/4-time project director, a 1/2-time secretary, a student worker, a graduate teaching assistant assigned to the OCP, assessment by the Director of Student Assessment Programs, renovation and maintenance of Buchanan House (the OCP facility), equipment maintenance and repair and a portion of office supplies and photocopying expenses.

Dr. Grice and Cronin are working to secure additional funding from such sources as: the NSF, FIPSE, Apple Computer Crossroads Grants, the R.U. Foundation and various public and private funding sources. In addition, we have established a program to promote joint university-corporate partnerships to fund the development of interactive video training modules in oral communication suitable to both parties' training needs.

The Department of Communication at Radford continues to be strongly committed to this program. Almost all faculty in the Speech Communication area continue to provide volunteer service as consultants to communication-intensive courses. The Chairman of the Department continues to provide strong support for the program.

Drs. Grice and Cronin are working closely with the University Grants Office and the Administration to ensure continuation of the OCP when FFE funding is no longer available (see master plan and long-range plan in Appendix).

Conclusion

By all indications, the program has had a successful first two years. It has met or exceeded all projections for timing and scope of service activities, providing information and training to hundreds of students and dozens of faculty members throughout the university. Evaluations of the services have been uniformly positive supporting the value of the kinds of activities the Oral Communication Program is providing. Faculty members appreciate the assistance available and have been eager to make use of it. Students have recognized the need for upgrading their communication skills and have responded enthusiastically to the activities encouraged by the Oral Communication Program. Faculty from the Department of Communication have initiated projects to develop innovative ways of providing service and instruction to ever-increasing numbers of students and faculty. We have administered funds carefully to stay within budget and we have initiated efforts to secure additional funding for further development of services and activities. We have shared information about the program with a number of individuals and institutions throughout the state and nation. We have initiated significant outreach efforts to provide similar services to other populations, such as K-12 teachers in the Commonwealth of

Virginia. In its first two years, the Oral Communication Program has become a highly visible example of Radford University's commitment to instructional excellence. The OCP is achieving national recognition as the largest and most comprehensive program of oral communication across the curriculum. In addition to consulting with nine post-secondary institutions, professional papers have been presented at both Eastern and Southern States Communication Conventions, the International Communication Association and four competitive papers on the OCP and a top-rated workshop will be presented at our national convention, the Speech Communication Association Convention, in Chicago, November 1-4, 1990.

In response to widespread calls for increased communication skills training for college students, several institutions have initiated programs in oral communication across the curriculum (see Weiss, 1988, for a review of start-up strategies for 8 different programs). This movement parallels the more established writing across the curriculum emphasis. Both emphases came out of the "language across the curriculum" movement that began in Great Britain in the 1960s (Parker, 1985).

The rationale for an oral communication across the curriculum emphasis is discussed more fully elsewhere (Roberts, 1983; Roberts, 1984; Steinfatt, 1986; Hay, 1987; Cronin & Glenn, 1990b). Briefly, it may be summarized as follows: Business and education leaders nationwide have noted in recent years that college graduates do not possess adequate communication skills. Communication skills, written and oral, are best developed if emphasized in a variety of courses. Except for students majoring in Communication, most undergraduates take <u>at most</u> one course emphasizing oral communication skills. Those students who take one oral communication course may have little or no opportunity for additional structured practice with competent evaluation to reinforce the skills learned in that course. Furthermore, although active oral communication represents a fundamental mode of learning (Modaff & Hopper, 1984), it often is underrepresented in lecture-oriented college courses. Since "the act of creating and communicating a message is at the heart of the educational experience" (Steinfatt, 1986, p. 465), it is essential to improve the quality and expand the application of meaningful oral communication activities to enhance learning across the curriculum.

If designed and implemented appropriately, this strategy can provide students multiple opportunities to emphasize speaking and listening in a variety of content areas, with carefully designed assignments and constructive feedback. It can enhance learning in the classroom, as students take a more active role in mastering and communicating course content.

Although there are few such programs in existence at the college or university level and most of those are quite new, initial evaluations and assessments provide cause for optimism about the pedagogical value of this approach. The oldest communication across the curriculum program began at Central College, Iowa in the mid-1970s. Faculty were trained in summer workshops in four communication skills: reading, writing, speaking and listening. Speaking and writing centers were established for extracurricular assistance. Certain courses in the catalog were designated as emphasizing one of the four skills listed above.

A three-year study of one group of Central students indicates that 74% noticed a significant increase in their communication skills and attributed that increase to the skills program. Even more promising, 90% of the students indicated moderate or intense desire to continue improving their own skills (Roberts, 1983). It should be noted that this includes all four skill areas of reading, writing, speaking and listening.

Roberts reports that Central faculty perceive clear benefits from the program: increased knowledge about communication skills, belief in the importance of teaching communication skills, confidence in teaching communication skills and an increase in the "spirit of colleague-ship." Faculty who were trained in speaking at Central gave the same number of oral assignments as other instructors but were more likely to assist students in preparing speaking assignments.

Steinfatt describes a different approach in which communication modules are built into courses in the School of Management at Clarkson. In each case, a Speech Communication instructor works with the course instructor on designing, implementing and evaluating the communication activities. The modules go well beyond basic oral presentation and listening skills and include such topics as analysis of interpersonal communication in organizations and applied persuasion. In the absence of empirical data on outcomes, Steinfatt (1986) concludes:

> The Communication Program continues to grow and change at Clarkson. A complete evaluation of the program's effects will not be forthcoming for several years since it will be over a year before the first class to complete a full four years under the program graduates. As a preliminary assessment through objective evaluations of graduating seniors and MBA students, comments from visiting executives, and comments of supervisors of graduates, the program appears to be having a significant effect on the communication, and thus education, of Clarkson students. (p. 469)

St. Mary-of-the-Woods College in Indiana initiated a three-stage program including a speaking lab with video and audio recorders; a series of seminars to train faculty in communication theory, public speaking and listening; and the use of faculty trained in these seminars to conduct speech-emphasis courses across the curriculum. An interim evaluation of this program (Flint, 1986) revealed neither significant improvement in speaking skills nor significant reduction in communication apprehension. However, the sample size was deemed insufficient to warrant any definite conclusions. Furthermore, it is perhaps significant that St. Mary-of-the-Woods College has no existing major in Speech Communication.

At Hamline University, Minnesota, students must complete two "speaking-intensive" courses in areas other than Speech to graduate. More than 95% of students report that a speaking-intensive format helps them learn course content. Over 90% believe that their own oral communication skills and those of other students improved through participation in these courses. Forthcoming attempts to assess graduating seniors' skill levels to determine impact of speaking-intensive courses may provide the first strong empirical data addressing the effectiveness of this kind of instruction (Palmerton, 1988).

If you are interested in seeking OCP sponsorship for an oral communication activity in your class(es) for the Spring semester, 1990, please complete the application form below.

Name: Susan Barnard Date: October 27, 1989

Office Address: P.O. Box 5797 Department: Design

Office Phone: 1-5932

Best times to reach you: MW: 1:00-2:00, TR: 2:30-3:30

1. Class(es) involved/location: DSNI 106: Introduction to Interior Design

   Meeting times: Lecture: MW 11:00-11:50, Powell 101; Labs: T 10:00-11:40, McGuffey 103; R 10:00-11:40, McGuffey 103; M 5:00-6:40, McGuffey 103

2. Brief description of the oral communication activity planned: Each student's final interior design project, a three-board presentation (floor plan, sample board, and perspective), will be presented orally to members of their lab section. The format of the presentation is designed to simulate the experience encountered by the professional interior designer when presenting proposed design work to the client.

3. Number of students in the class(es): Approximately 50

4. Brief description of the training/consultation assistance desired:

   a. For you (faculty): Assistance from the consultant in designing the format, requirements and guidelines for the oral presentation.

   b. For your students: *One lecture/demonstration during a regular lecture session

   *Individual assistance/support at the center for any student requesting help in preparing for the oral presentation.

   *Assistance in critiquing each student's five-minute oral presentation during the final lab period. This assistance would be more along the line of giving concrete suggestions and pointers for improvement, rather than simply assigning grades.

5. When will the oral communication activity be conducted in your classes? April 1990

6. Approximate dates for training/consultation to prepare for the activity:

   a. For you (faculty): As soon as possible: Consultation in designing the assignment and placing it in the syllabus for next semester. January 1990: A second consultation to finalize plans.

   b. For your students: Lecture/Demonstration: April 2, 1990 (11:00-11:50)
   Assistance for individual students: April 2 - 13, 1990 (TBA)
   LAB Critique: April 16 (5:00-7:00), April 17 (10:00-12:00), April 19 (10:00-12:00)

7. OCP equipment/personnel services required to conduct this activity in your class. (i.e., videotape camera, play-back unit, camera operation, OCP assistance in evaluating the activity, etc.)

   To be decided during consultation.

Send to: Dr. Mike Cronin, Director
Oral Communication Program
Box 5784
Phone: 831-5750

We will notify you if we can provide OCP sponsorship for your proposal.

DEADLINE FOR APPLICATION: October 27, 1989

HANDOUT ONE

ROLE PLAYING OF PARENT-TEACHER CONFERENCES

This activity is designed to improve preservice education students' communication skills in the conducting of conferences with parents. The Oral Communication Program (OCP), Bureau of Telecommunications staff, Clinical Faculty Program members and the Director of Student Assessment Programs assisted in this activity.

Dr. Gwen Brown, Assistant Professor of Speech, conducted a seminar on the communication skills needed by teachers in the conducting of effective parent-teacher conferences. In addition, she provided a "live" critique of students as they role-played a parent-teacher conference scenario. Training tapes of these activities were produced and will be used in subsequent education courses.

Using Oral Communication Program facilities, each student was videotaped as he/she role-played the part of the teacher in scenarios which were developed by public school personnel. The course instructor and the Clinical Faculty teachers critiqued each student's performance and provided suggestions for improvement.

The evaluation of the activity was overwhelmingly positive, i.e., a rating of 96% was achieved.

HANDOUT TWO

Parent-Teacher Conference Scenario

STUDENT INFORMATION

"Debbie" is an eight year old third grade student. She has an average to high average ability score. Her work however, is not up to her ability level. She is producing minimal grades and seems to be slightly withdrawn. She is a student who apparently needs extra help at home or perhaps a tutor.

PARENT INFORMATION

Debbie's mother is a single parent. She and Debbie's father are divorced. She is intelligent and tries the best she can to provide for Debbie. She works shift work and her sister keeps Debbie during the periods that the mother is working.

CONFERENCE SITUATION

The task of the teacher is to try to explain to the mother that Debbie is not doing work which is equivalent or near to her ability level. The teacher also needs to try discreetly to find out if other factors outside the classroom could be affecting the lack of improvement in her studies.

The mother doesn't really seem to listen to what the teacher is saying. She instead wants to relate the particulars of her divorce from Debbie's father. The mother blames all of the problems Debbie is having on Debbie's father and his family. The teacher tries to bring the subject back to the point, which is Debbie's current school situation.....

Oral Communication Component of HLCH 111

During this personal health class you will be part of a new Oral Communication Program emphasizing development of communication skills. There will be oral group presentations based on subtopics from the four following areas: stress, nutrition/weight control, drugs and sex.

You will as individuals or as a group obtain assistance from the Oral Communication Program at Buchanan House from 9am-1pm daily or phone 831-5750. Additionally, Mr. Nick Olsen on 705E Clement Street, phone 831-5757, will assist groups with presentation formats and styles.

There will be 2 groups presenting on each topic. Students not presenting will evaluate those presentations and ask questions based upon a restatement of the presentation or a disagreement based on their topical readings.

Subareas to be considered for stress:

Biological stress
Stress and disease
Psychological stress
Work/school
Social support
Coping skills
People
Laughter
Cultural stress
Stress responses
Crowding
Type A/B
Your stress point
Exercise
Disorganization

Subareas to be considered for nutrition/weight control:

Uses of vitamins
Personality and food choice
Sugar and salt controversy
Food and disease
Ideal weight
Social eating
Exercise
Myths vs. facts
Food additives
Fast foods
National hunger
Genetics and Weight
Diets
Eating for health

Subareas to be considered for drugs:

Second hand smoke
Quitting
Avoidance
Accident involvement
Metabolism
Use/nonuse
Smokeless tobacco
Medicine
Abuse/control
Need
Signs of
Caffeine

Subareas to be considered for sex:

Sex roles	Relationships
Responsibility	Sex problems
Marriage vs. Alternatives	Divorce
Abortion	STD's
Myths vs. facts	Human sexual response
Lifestyle variation	Birth control
Birth	Parenting

Each group will be allowed 25 minutes for their presentation and each member will be allowed 1 sheet of paper for notes to assist in their presentation. Mr. Olsen will work with all presentors to explore styles.

All groups will videotape a practice session at Buchanan House prior to in-class in order to enhance performance and present a copy of the video to the instructor on presentation day.

Each presentation will have an introduction which will visualize the issue, a body of content, and a conclusion with a summary of what was said. All presentors will end with a summary and transition to the next presentor.

Your presentation will be graded on the following points:

Organization - 8 points
- preview major points in introduction
- introduction captures attention
- enumerates major points & uses transitions
- summarizes points in conclusion

Performance - 8 points
- eye contact-2 points
- voice
- gestures

Questions - 4 points
- able to relate questions to correct aspect of presentation; able to separate opinion from fact or fiction; willing to admit to being unable to answer question.

Creativity - 4 points
- material relates to needs of audience; statistics(if used) adapted to audience; use of real or fictional situations to illustrate point; use of material in other courses showing decompartmentalization of learning.

Planning - 4 points
Keep within time, introduces members of group, passes topics to others.

total performance: 0-8=poor, 9-18=good, 19-24 excellent

Possible format suggestions:

Game show - Jeopardy, Wheel of Fortune, Family Feud
Talk show - television(Oprah, Phil, Geraldo, Carson)
Public Service ads or educational information
News - Local/world (Meet the Press)
Sitcom - television/radio
Radio Interview - NPR, Larry King, Tom Snyder
Drama
Cable health show
Demonstrations
Debate
Musical songs

RADFORD UNIVERSITY

ORAL COMMUNICATION PROGRAM

BUCHANAN HOUSE
MONDAY-FRIDAY, 9:00a.m.-1:00p.m.
DIRECTOR: MICHAEL CRONIN
831-5750

CONDITIONS FOR ASSISTANCE

Oral Communication Program staff members may help students with general questions regarding oral communication and also specific assignments if a permission-referral form is signed by the instructor. The following guidelines will be observed:

1. Tutors may guide students as they explore assigned topics, and they may instruct students in strategies for generating thesis statements, for development and for organization. Tutors may not compose or organize any part of an oral presentation.

2. Tutors may help students by reviewing guidelines for oral communication skills, and they may identify areas needing improvement. However, they may not proofread presentations or correct errors.

3. In addition to the above limitations, a tutor's involvement in a student's work for a course will be restricted according to the stated wishes of the instructor as indicated on the permission-referral form.

RADFORD UNIVERSITY ORAL COMMUNICATION PROGRAM
PERMISSION-REFERRAL FORM

All of the information requested below must be supplied before Oral Communication Program staff members may work with a student on communication skills required for a course.

Semester_____ Year_____

Student's Name_____Signature_____

Campus Address_____ Phone_____

I.D.#_____

Major _____Class Rank: FR SO JR SR GR

Course and Instructor: If you have come to the Center for help with work in a particular course or at the recommendation of a particular professor, please note here the name of the instructor and the course._____

_____

Question or Problem: Please write here a brief description of the question or problem with which you would like the Oral Communication Program's help._____

_____

_____

_____

_____

The instructor must complete and sign the following directive before an Oral Communication Program staff member may assist the student with communication skills required for a course.

The above-named student has my permission to seek assistance for oral communication assignments in my course. (Please specify department and course number):_____

The student particularly needs to work on the following communication problems (Please indicate specific areas on which tutoring should concentrate):_____

_____

_____

In addition to the conditions printed on the previous page, I wish to provide the following limitations on assistance:_____

_____

_____

_____

I understand that the nature of the help the student receives will conform with the conditions stated on this form and with any conditions indicated in my directive above.

_____ _____
(Instructor's signature)

☐ I wish to receive regular reports on the student's progress in the Oral Communication Program.

_____
(Box number)

Oral Communication Across the Curriculum?
A Communication Skills Center at Buchanan House?

Come find out...

WHAT THE ORAL COMMUNICATION PROGRAM CAN DO FOR YOU!

A RECEPTION AND MEETING FOR
RADFORD UNIVERSITY FACULTY AND STAFF

FRIDAY, SEPTEMBER 15

3:00 - 5:00 p.m.
BUCHANAN HOUSE

REFRESHMENTS WILL BE SERVED

Come learn about Radford's exciting new Oral Communication Program and offer your ideas for what it can accomplish. The meeting will include a brief presentation about the OCP and informal discussion time for participants.

THE ORAL COMMUNICATION PROGRAM

PRESENTS

DEBATING TO LEARN

TITLE: THE USE OF DEBATE AS A MAJOR TEACHING/LEARNING TOOL IN COURSES OUTSIDE THE SPEECH MAJOR

DATE: OCTOBER 25, 1989 (WEDNESDAY)

PLACE: BUCHANAN HOUSE

TIME: 3:30 p.m. - 5:00 p.m.

****

Do you believe that you should provide more training in critical thinking in some of your courses?

Are you seeking teaching methods that may enhance student interest and involvement in your course(s)?

Would you like to enhance student motivation to research key topics in your course?

Are you searching for methods of instruction to enhance student learning and retention of class material?

Are you interested in learning how the Oral Communication Program (OCP) can help you train your students in debate?

PLEASE JOIN US

Professor Ellen Birx of the Nursing Department will explain how she uses debate in her graduate class in Theoretical Foundations in Nursing.

Dr. Howard Combs, Chairman of the Marketing Department, will explain how he uses debate to teach his undergraduate classes in Contemporary Issues in Marketing.

Dr. Michael Cronin of the Communication Department will discuss the services offered through the OCP in assisting faculty to use debating to learn.

Students from Dr. Combs class will provide their reactions to the use of debate as a teaching/learning tool.

ORAL COMMUNICATION PROGRAM
Faculty Development Retreat

Overview and objectives

Overview: Faculty members attending this retreat will learn how to use oral presentation assignments in their classes to improve student mastery of subject matter and provide students additional opportunities to practice oral communication skills. The retreat will cover both theoretical and practical considerations. It will be partly experiential, with participants preparing, delivering, and helping evaluate speeches. Communication faculty members will lead activities, including large group presentations, large and small group discussions, practice sessions, and one-on-one coaching.

Goals: After completing this retreat faculty members should be able to:

1. Discuss the importance of oral communication both as a teaching/learning tool and as a skill graduates need in their professional, civic, and social endeavors.
2. Discuss the need for additional oral communication skills activities in courses other than Speech.
3. Discuss the benefits teachers gain from incorporating oral communication activities into their courses.
4. Design oral presentation assignments to fit their courses.
5. Instruct students in preparation of oral presentations.
6. Identify when to seek OCP assistance in designing, implementing or evaluating oral presentation assignments.
7. Evaluate oral presentations both for course content and for adherence to accepted standards for competent communication.
8. More effectively prepare and deliver their own oral presentations.

ORAL COMMUNICATION PROGRAM
Faculty Development Retreat

Schedule of activities

Friday, Sept. 29

3:00	Leave campus
6:00	Dinner
7:30	What is the OCP?
7:45	Introduction of participants Overview of retreat
8:00	Explanation of presentation assignment
8:15	Selecting and narrowing topic; audience analysis
8:45	Group work
9:15	Preparation/free time

Saturday, Sept. 30

7:00	Breakfast
9:00	Organization; support material
9:30	Wording the speech; practicing the speech
10:00	Break
10:15	Speech anxiety
10:45	Group work
12:30	Lunch
2:00	Evaluating speeches
3:15	Break
3:30	Individual preparation or group work
4:30	OCP athletic tournament
6:00	Dinner
7:30	How to make your course communication-intensive; question/answer/discussion
9:00	Preparation/free time

Sunday, Oct. 1

7:00	Breakfast
8:30	Video tape/critique speeches in groups
10:15	Break
10:30	Selected presentation of speeches; critiques
12:00	Lunch
1:30	Question/answer; summary; evaluation
2:15	Leave for campus

ORAL COMMUNICATION PROGRAM
Faculty Development Retreat

Speaking assignment

At the retreat you will prepare and present a brief speech. We hope this will give you practice in making presentations, refresh your memory about what students experience when doing speeches, and give you ideas for using oral presentation assignments in your courses. The topics do not require research or substantial advance preparation. I encourage you, though, to come with some ideas sketched out so you can begin working on your presentation Friday evening. Each speech will last three to five minutes.

Pick one of the following topics:

a. Characteristics of effective teaching.

b. My greatest or most memorable teacher.

c. My most satisfying teaching experience.

Throughout the weekend you'll have time individually and in groups to work on your presentation. You will present a final version of the speech Sunday to some of the other participants.

Based on Radford's two years of operation and review of other OCPs, the authors offer the following recommendations:

1. Provide reassigned time for Communication faculty serving as program coordinators and as consultants to communication-intensive courses. Reliance on voluntary service cannot ensure program stability over a number of years.
2. Develop and establish a clearing house to share self-paced instructional materials in order to serve increased numbers of clients without major expansions in staff.
3. Conduct major persuasive efforts on a continuing basis to obtain and maintain support for the program from Communication faculty, faculty university-wide and the administration.
4. Provide careful assessment of all major activities. While such measures as faculty and student opinion regarding the value of the OCP are necessary, additional evaluative measures should attempt independent assessment of skills improvement. Empirical measures of both immediate and long-term effects of such programs are essential. Assessment must address the key claims that oral communication across the curriculum helps students learn as well as measuring the enhancement of communication skills through an OCP.
5. Provide quality control over communication-intensive courses. Requiring detailed proposals from communication-intensive course instructors helps ensure adequate communication emphasis. Following the screening of applications, the OCP staff must carefully match consultants with communication-intensive course instructors, taking into consideration areas of expertise needed and individual communication styles. The communication consultant and the course instructor should meet to enable a detailed discussion of the oral communication aspects of the course. These meetings, at Radford, often result in additional oral communication activities being incorporated into the course and a refinement of communication activities planned as well as improved evaluation procedures for oral communication activities.
6. Maintain ongoing efforts to secure funding from both public and private agencies. Roberts argues that grant support "is not a necessity for the success of similar ventures at other institutions" (1983, p. 56). The authors strongly disagree with this position. Quality programs of this type require substantial funding which the institution is not likely to have available. Costs may run high for facilities, workshops, retreats, consultants, additional equipment, reassigned time for faculty and development and purchase of instructional materials. The fact that all institutions with oral communication across the curriculum programs have received "substantial assistance" (Weiss, 1988, p. 5) from grants reinforces this point (it should be noted that Clarkson, the one institution that did not receive a grant for an oral communication program, received grants from G.M. and A.T. & T. for projects related to the program). The authors suggest working closely with the institutional grants office (if available) to prepare and target such requests for support (see Cronin & Glenn, 1990b, for an example of a grant

proposal that secured over $172,000 for the 1988-1990 biennium).

The oral communication across the curriculum movement carries several implications for the Speech Communication discipline. First, and most important, if such programs achieve their stated objectives, this approach may provide real and lasting benefits to students, both in oral communication skills improvement and in mastery of course content in various areas. The Speech Communication discipline can play a major role in fostering such outcomes throughout the university and in promoting the continued oral communication education of students after they leave Speech classes. Whatever their drawbacks, if oral communication programs can help achieve this, they will hold some value. However, such learning outcomes remain difficult to demonstrate empirically, and harder still to link causally to one intervention such as revamping a course outside the discipline to include more oral communication emphasis.

Second, successful oral communication programs may create additional demand for Speech Communication courses, as students in other disciplines become intrigued by the study of human communication. In some colleges and universities high demand is a "good" problem, possibly leading to increased funding for faculty positions, classroom space, equipment, etc. However, in situations where additional resources are not provided, increased demand may be the last problem Speech Communication faculty wish to confront. In short, oral communication programs may provide a means for enhancement of departmental resources, alternatively, they can prove a drain on already-limited resources if not planned and controlled carefully.

Third, oral communication programs offer new opportunities for Speech faculty--in service to colleagues, in consulting with other professional or educational audiences, in development of new teaching tools and in related research. Yet, such programs clearly require investment of time and energies in primarily a service capacity. This increased service commitment may not meet the individual interests of many Speech faculty members and may not be sufficiently rewarded in the tenure and promotion structure of some colleges and universities.

Finally, oral communication across the curriculum programs help students, faculty in other disciplines, administrators and funding agents become more aware of the value and academic credibility of the Speech Communication discipline as they undergo direct training or observe the importance of oral communication activities for skills improvement and learning. Credibility-enhancement may prove valuable given the relatively late emergence of Speech Communication as a separate academic field. However, this credibility may develop based on the perception that Speech Communication is primarily about improvement of speaking and listening skills. At its worst, this perception could contribute to old and dangerous stereotypes about our field being content-less, offering performance skills that can be applied to areas having a body of knowledge. Clearly, speaking and listening skills improvement is central to what we do; but it is not all we do, and we must educate people outside the discipline about the range of teaching and research

interests pursued within departments of Speech Communication. Programs in oral communication across the curriculum may provide forums for initiating dialogue with others about these issues. [Information on pages 32-34 is excerpted from: Cronin & Glenn, 1990a.]

Master Plan - OCP
Spring 1990

Mission Statement

The OCP seeks to promote and facilitate the use of oral communication activities in classes throughout the university to:

A) Enhance learning of course content
B) Develop the oral communication skills of students
C) Enhance students' motivation

The OCP offers university-wide services to help improve the teaching/learning environment at Radford University and to help achieve Radford's goal of making every graduate "communication sensitive." The OCP is committed to promote the use of oral communication across the curriculum at other institutions.

Services

A) Sponsorship of communication-intensive courses throughout the university
B) Assistance to students, faculty and staff seeking to improve their oral communication skills.
C) Consultation with faculty at Radford seeking to incorporate oral communication activities in their courses.
D) Consultation with faculty at other educational institutions seeking to develop programs of oral communication across the curriculum.

Program Funding

The OCP seeks financial support from a combination of sources: institutional support, corporate and foundation grants, state and federal support, commercial ventures (such as sale of interactive video instruction in oral communication), etc. Securing funding to maintain and expand services is, necessarily, a high priority for OCP administrators.

Personnel

The OCP requires substantial commitments of and from personnel to achieve its mission including:

Director
Coordinator
Faculty consultants to C-I courses
Faculty programmers (to develop training materials)
Student workers (to help operate the OCP lab)
Graduate teaching assistants
Secretary

Use of Facilities

The OCP facilities are available only to support activities related to our mission of facilitating the use of oral

communication as a teaching/learning tool throughout the university. Facilities may be used only with the permission of the OCP Director or the OCP Coordinator. Permission to use OCP facilities will be granted based on the following hierarchy:

1. OCP sponsored activities (C-I courses, workshops, retreats, training such as interactive video instruction, dissemination programs, etc.)
2. Activities associated with SPCH 400 (Comm 400) Communication Skills Tutoring.
3. Research activities involving oral communication across the curriculum that are sponsored by the OCP.
4. Oral communication activities associated with course offerings through the Department of Communication at both the graduate and undergraduate levels.

Assessment

Regular and ongoing assessment will be conducted of the effects of oral communication activities in C-I courses and training offered through the OCP lab. Assessment will be coordinated through the Office of Student Assessment Programs at Radford University.

Dissemination

OCP personnel will promote the use of oral communication as a teaching/learning tool across the curriculum through:

1. Workshops, retreats, informational meetings, newsletters, program announcements, fact sheets, etc. directed to students, staff and faculty at Radford University.
2. Consultation services and information exchange with other institutions at all educational levels (elementary, secondary, community college, college).
3. Dissemination workshops for educators throughout the state (and nation).
4. Professional activities (books, articles, convention papers and programs, etc.)
5. Dissemination of training materials (especially interactive video instruction modules) developed by the OCP to facilitate oral communication training across the curriculum.
6. Serving on educational task forces, panels, etc. designed to promote oral communication across the curriculum.

Reporting and Coordination of Activities

Regular reports on OCP activities will be provided to:

1. University administrators
2. Funding agencies
3. University faculty

The OCP Director will work closely with the Chairman of the Department of Communication in planning OCP activities that impact on department faculty and curriculum. Such liaison activities will include: RAT for department faculty working with the OCP, OCP grant proposals, assignment of GTFs, scheduling of

department courses at Buchanan House, teaching assignments for OCP staff, reporting on RAT activities for OCP personnel, reporting on consulting services to C-I courses by department faculty, etc.

TABLE 1
ORAL COMMUNICATION PROGRAM EVALUATIONS
SPRING 1989, FALL 1989 AND TOTAL 1989

Item RESPONSE CHOICE	SPRING NUMBER	SPRING %	FALL NUMBER	FALL %	TOTAL NUMBER	TOTAL %
1. Overall evaluation of oral communication activities.						
EXCELLENT	104	28%	99	34%	203	32%
GOOD	191	52%	154	53%	345	54%
FAIR	45	12%	34	12%	79	12%
POOR	3	1%	1	---	4	1%
VERY POOR	---	---	3	1%	3	1%
2. Without oral communication activities, I would have learned:						
MORE	8	2%	3	1%	11	2%
ABOUT THE SAME	118	32%	69	24%	187	30%
LESS	213	58%	218	75%	431	68%
3. Oral communication should not be used again in this course.						
STRONGLY AGREE	6	2%	3	1%	9	1%
AGREE	7	2%	11	4%	18	3%
NEUTRAL	46	13%	21	7%	67	11%
DISAGREE	149	40%	105	36%	254	40%
STRONGLY DISAGREE	134	36%	152	52%	286	45%
4. Oral communication activities have helped me improve my communication skills.						
STRONGLY AGREE	59	16%	58	20%	117	19%
AGREE	165	45%	154	53%	319	50%
NEUTRAL	82	22%	57	20%	139	22%
DISAGREE	32	9%	20	7%	52	8%
STRONGLY DISAGREE	4	1%	3	1%	7	1%
5. Feelings on participation in oral communication activities.						
LIKED	216	59%	208	71%	424	67%
NEUTRAL	105	29%	72	25%	177	28%
DISLIKED	21	6%	12	4%	33	5%
6. I think this course is better because of the inclusion of oral communication activities.						
STRONGLY AGREE	77	21%	84	29%	161	25%
AGREE	180	49%	144	49%	324	51%
NEUTRAL	57	15%	43	15%	100	16%
DISAGREE	23	6%	13	5%	36	6%
STRONGLY DISAGREE	6	2%	7	2%	13	2%

REFERENCES

Braithwaite, D. (1988, November). Anyone can teach Speech, right? The impact of speaking across the curriculum on the discipline. Paper presented at the Speech Communication Association Convention, New Orleans.

Combs, H. W., & Bourne, G. (1989). The impact of marketing debates on oral communication skills. The Bulletin of the Association for Business Communication, 52, 21-25.

Cronin, M. (1990, April). Debating to learn across the curriculum: Methodology and assessment. Paper presented at the Southern States Communication Association Convention, Birmingham.

Cronin, M. (1990, November). A review of empirical research on the instructional and learning outcomes of interactive video instruction: Implications for Speech Communication education. Paper presented at the Speech Communication Association Convention, Chicago.

Cronin, M. & Glenn, P. (1990a, June). Oral communication across the curriculum in higher education: Assessment, recommendations and implications for the Speech Communication discipline. Paper presented at the International Communication Association Convention, Dublin, Ireland.

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